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ABSTRACT

In order to supplement an earlier investigation, "Feasibility Study for a National Rehabilitation Information Center," a study was conducted to assess the current state of rehabilitation training materials in terms of their production, dissemination, and use. Based on interviews of a cross section of rehabilitation training professionals, the study identified three major needs: (1) providing a single comprehensive list of training materials; (2) providing access to the materials; and (3) demonstrating new materials to potential users. The study attempted to define the universe of training materials by classifying them according to format, subject, funding source, intended audience, and intended use. A selective list of sources and catalogs is provided in the appendix. (EMH)

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REHABILITATION RESEARCH AND TRAINING CENTER
THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

REHABILITATION TRAINING MATERIALS STUDY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FINAL REPORT OF THE SUPPLEMENT TO THE MULTIMEDIA REHABILITATION RESOURCES PROJECT, RSA16-P-56803/3-11

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I. EXECUTIVE SUMMARY

The present report discusses how utilization of rehabilitation training materials can be increased through improvements in their dissemination and production. The need for an investigation into the problems of training materials became apparent in an earlier study, funded by RSA, of rehabilitation information needs. This document should thus be read in the context of the initial study, *Feasibility Study for a National Rehabilitation Information Center,*[1] of which this is an extension.

The present study has two major purposes: first, to assess the current state of rehabilitation training materials in terms of their *production, dissemination,* and *use*; and, second, to recommend to RSA appropriate actions for improvement, particularly in terms of what can be done by the proposed National Rehabilitation Information Center.

Specifically, the study addresses the following questions:

- *How many* rehabilitation training materials exist today?
- *What types* of rehabilitation training materials have been produced?
- *How* are they disseminated?

The findings and recommendations are based on data collected from interviews conducted with a cross section of individuals working in rehabilitation who

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[1] George Washington University Rehabilitation Research and Training Center, *Feasibility Study for a National Rehabilitation Information Center.* Final Report of Grant #RSA16-P-56803/3-11, 1975.

are knowledgeable about training materials. The interviews sought to identify current practices and problems in the use, dissemination, and development of rehabilitation training materials.

The study identified three major needs. These needs and their related recommendations are summarized below:

- *Increased utilization of existing training materials can be achieved through more systematic dissemination by:*

  1. Providing a single comprehensive listing of available training materials for use in rehabilitation;

  2. Providing access to the materials themselves, comprehensively on a national level, and selectively on regional levels;

  3. Demonstrating the use of new training materials, particularly those in AV forms, through an annual conference for trainers.

- *The number of quality training materials can be increased by:*

  4. Making available relevant training materials developed outside of rehabilitation;

  5. Repackaging existing materials when necessary;

  6. Consolidating production resources in order to achieve higher-quality standards;

  7. Encouraging commercial sources to produce needed materials;

  8. Providing for the necessary equipment to use AV materials.

- *Information about training itself can be disseminated more effectively by:*

  9. Publishing a national journal which would include substantive articles on innovative training activities;

  10. Providing a quick response fact-retrieval service for information related to training;

  11. Providing technical assistance when required in implementing innovative training programs.

The study further recommended that the proposed National Rehabilitation Information Center provide certain services designed to meet some of the needs identified. These services include:

- Providing users with copies of training materials upon request. The Center will comprehensively acquire any material generated with funding from the Division of Manpower Development of RSA. In addition, it will selectively acquire other relevant training materials which meet predefined screening standards.

- Disseminating a listing of the Center's collection which would provide sufficiently detailed descriptions of each item to allow the user to make selection decisions.

- Providing, upon request, specific information related to training.

- Publishing a journal which would include information on new training materials, upcoming training meetings and workshops, and features on innovative training programs in state agencies.

The implementation of the recommendations made in this study require that RSA exercise its leadership and commit its resources to meet the needs identified. More importantly, it requires the recognition of all the organizations and agencies involved in training in rehabilitation that they are all working towards the shared goal of improving services to the handicapped citizens of the nation.

II. BACKGROUND OF THE STUDY

Over the years, the Rehabilitation Services Administration (RSA) has supported numerous training and research activities in an effort continuously to upgrade the quality of services to the handicapped citizens of the nation. Many of these research and training activities generate information products which cover a wide range of subjects and are packaged in various media. These include not only printed reports of projects, workshops, and conferences, but also a variety of films, videotapes, and other audio-visual materials.

Recognizing that the considerable investment represented by these products can only be "recovered" if they are used, RSA funded a feasibility study for a national multimedia resource center for rehabilitation. The objective of the study was to determine what could be done at a national level both to meet information needs of the rehabilitation community and to capitalize on existing resources.

The initial feasibility study concentrated on the information products generated by RSA research and demonstration projects. However, it became apparent that there was a need to look more specifically into the materials generated by training activities. In one sense training materials present a more complex problem in their dissemination and use because of the variety of media in which they are produced. The feasibility study was therefore extended to provide an opportunity to examine more closely problems and practices relevant to rehabilitation training materials.

This report documents the findings of the investigation of the production, dissemination, and use of training materials in rehabilitation. It should be read in the context of the initial feasibility study of which the present study is an extension.

III. OBJECTIVES AND SCOPE OF STUDY

The present study has two major purposes:

1. To assess the current state of rehabilitation training materials in terms of their *production*, *dissemination*, and *use*; and

2. To recommend to RSA appropriate actions for improvement, particularly in terms of what can be done by the proposed National Rehabilitation Information Center.

Specifically, the study addresses the following questions:

- *How many* rehabilitation training materials exist today?

- *What types* of rehabilitation training materials have been produced?

- *How* are they disseminated?

Recommendations are made in terms of what can be done to increase the utilization of training materials by:

- providing more effective dissemination of existing materials, and

- increasing the quality and number of training materials available.

In order to delineate the scope of the study, it is necessary to define what is included in the term "rehabilitation training materials."

Rehabilitation training materials can be defined as any material generated with funding from the RSA Division of Manpower Development. However, three obvious problems arise in using funding source to distinguish training materials from other types of materials. First, such materials do not always contain sufficient information to indicate funding from the RSA Division of Manpower Development. Second, the Division supports training activities which may result in publications of workshops and conferences which have broader uses than training per se. Third, such a definition excludes training materials which are produced with public funds from other agencies and those produced with private funds.

Training materials might also be distinguished from other materials by their format since they are frequently associated with audiovisual forms. In fact, however, the majority of rehabilitation training materials are in print form and these would be excluded if a definition based on format were adopted.

Materials which are designed for use by trainers and trainees in the instruction processes can be considered training materials. As *tools*, training materials should be distinguished from the training *processes* themselves which may be referred to as programs, workshops, or other activities.

For purposes of defining the scope of this study, training materials include any instructional aids –

- print and nonprint
- generated with public and private funding
- for use in preservice and inservice training
- of professionals and others who are engaged directly and indirectly in

providing rehabilitation services to the handicapped.

Further reference in this report to the term "training materials" refers to their narrow definition as instructional aids unless otherwise noted.

IV. TECHNICAL APPROACH

Findings derived from the literature search, interviews, and meetings undertaken in the *Feasibility Study for a National Rehabilitation Information Center* formed a significant base of information for the initiation of this project. A further search of the literature was undertaken to identify:

- previous studies relevant to training materials;
- major producers, distributors, and users of rehabilitation training materials;
- existing listings and catalogs of rehabilitation training materials. (A partial list of these catalogs of training materials forms Appendix A.)

Interviews were conducted either in person or by telephone with a cross section of individuals working in rehabilitation who are knowledgeable about training materials. Individuals were interviewed as users, developers, or disseminators of training materials, or all three, as appropriate. Some of the initial interviewees were suggested by the project monitor for this study and by personnel in the ten regional offices of RSA; others were identified through organizational charts. Those interviewed were asked to suggest the names of other potential interviewees for staff consideration.

In order to ensure representational input from a cross segment of the rehabilitation community involved in the training of personnel, a list of categories of probable users and developers of training materials was prepared. Included among those interviewed were training or staff development specialists from state vocational rehabilitation agencies; professionals affiliated with the academic rehabilitation education

programs; and directors and training personnel from the Regional Rehabilitation Continuing Education Programs (RCEP's), Rehabilitation Research and Training Centers (R and T's), private rehabilitation organizations such as Goodwill and the Sister Kenny Foundation, and other special groups and projects, including the Oklahoma State University Clearing House and the Materials Development Center at the University of Wisconsin-Stout. Additional data on training materials were obtained through a series of meetings with other rehabilitation personnel and through attendance at regional and state training workshops.

Table 1 shows the categories of individuals or organizations contacted and the number of persons from each category who were interviewed by or participated in meetings with the project staff. Although the numbers of persons interviewed are not large, the findings in terms of needs relative to training materials were consistent for each of the categories contacted.

TABLE 1

NUMBER OF INTERVIEWS AND MEETINGS WITH REHABILITATION TRAINING MATERIALS USERS AND PRODUCERS

	Interviews
State Vocational Rehabilitation Agency Training Specialists	17
Academic Rehabilitation Education Professionals	12
Regional Rehabilitation Continuing Education Program Personnel	14
Rehabilitation Research and Training Centers	21
Private Rehabilitation Organizations ...	4
Other Organizations	4

The interviews sought to identify current practices and problems in the use, dissemination, and development of rehabilitation training materials. Individuals identified as users of training materials were asked to indicate the source of the materials they used; how they learned about, obtained, and used them; and what problems they associated with training materials.

Developers of training materials were asked how many and what kind of training materials they were producing; how they advertised and distributed them; to whom; and how they determined what materials would be produced.

Those individuals involved primarily in disseminating training materials were asked to describe their processes for advertising and distributing materials, their audiences, and the sources of their materials. A summary of the data collected from the groups interviewed forms Appendix B.

Suggestions and ideas for the improved utilization, production, and distribution of training materials in rehabilitation were sought from all groups. In addition, selected persons in each category were asked certain questions about the nature and number of rehabilitation training materials. Included were the following questions:

1. Given the above definition of training materials, what do you estimate to be the size of the universe, in terms of discrete units?

2. What would you estimate the annual growth rate of this universe to be?

3. Given this universe, what proportion would you consider to be generated with Federal, State, or other support?

4. What proportion is print; nonprint?

The project team was aware that no published data are available to provide authoritative answers to these questions. The questions were posed in an effort to establish recognizable trends and patterns of response.

V. HOW MANY REHABILITATION TRAINING MATERIALS EXIST TODAY?

Although this study does not attempt to inventory existing training materials in rehabilitation, it is nevertheless important to obtain some idea of the size of the universe as one indicator of the magnitude of the problem. Presently, no comprehensive listing of rehabilitation training materials exists. Without such a listing of what is available, it is difficult, if not impossible, to arrive at a precise figure.

In order to obtain from the rehabilitation community its perception of the size of the universe of rehabilitation training materials as defined in this study, selected individuals were asked to estimate the numbers of such materials available. Estimates ranged from several hundred to one hundred thousand. This range reflects the point of view of the respondent. For example, users who felt overwhelmed by the amount of material available tended to give large estimates; those who were critical of the quality of materials available or who had difficulty obtaining materials often reported low estimates.

The estimates made by producers of rehabilitation training materials, however, did not exceed 5,000 and in most cases were within the range of 2,000 to 3,000. Assuming that this group is the most likely to provide a qualified estimate, then the figures it reports are the best estimates of the size of the universe.

These figures were compared with the number of items listed in various directories of materials. For example, the *Training Resources Directory* and

Supplement I[2] of the Rehabilitation Continuing Education Program in Region II lists some 122 items; the 1975 *Audiovisual Aids Directory of the Rehabilitation Research and Training Centers*[3] has approximately 1,700 titles listed, a significant increase from the 500 titles listed in the 1973 edition. The *National Audiovisual Center Directory*,[4] which lists the combined output of audiovisual materials of the major Federal agencies, contains about 4,500 titles. The *Catalog of Audiovisual Materials Related to Rehabilitation* from Auburn University,[5] which is probably one of the most comprehensive listings of training materials relevant to rehabilitation, contains 2,300 titles.

In all of these catalogs, except the Region II *Training Resources Directory*, training materials as defined in this study make up only a small percentage of the total number of titles listed. For example, the *National Audiovisual Center Directory* covers a

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[2] Continuing Education Program for Rehabilitation: Region II. *Training Resources Directory* and *Supplement I*. State University of New York at Buffalo, 1975.

[3] *Audiovisual Aids Directory of the Rehabilitation Research and Training Centers*. Revised edition RSA/OHD/DHEW, 1975. (Other edition, 1973.)

[4] *A Catalog of United States Government Produced Audiovisual Materials*. General Services Administration, National Archives and Records Service. National Audiovisual Center, Washington, D. C. 1974-5.

[5] *Catalog of Audiovisual Materials Related to Rehabilitation*. A source book prepared by Alabama Rehabilitation Media Service, 216 Petrie Hall, Auburn University, Auburn, Alabama 36830. 1974-5 and supplement.

broad range of subjects, and the *Catalog of Audiovisual Materials Related to Rehabilitation* includes many materials for uses other than the training of rehabilitation personnel. In addition, most such listings focus on audiovisual materials. Viewed against these figures, the estimate of 2,000 to 3,000 rehabilitation training materials seems to be reasonable.

Individuals queried were also asked to estimate the annual growth rate in the number of rehabilitation training materials being produced. All groups interviewed felt that the number of such materials produced annually, particularly those in audiovisual form, was increasing at an accelerated rate, and estimated that the total rate of growth for training materials in all forms at 10% - 20%. The large increase in the number of titles listed in the 1975 *Audiovisual Aids Directory of the Rehabilitation Research and Training Centers* tends to confirm this estimate.

It should be emphasized that the estimate of the number of rehabilitation training materials reflects the perception and awareness of producers in rehabilitation. It does not include relevant materials produced outside of rehabilitation of which the trainers may not be aware.

Based on this estimate, it seems likely that the problem in training materials in rehabilitation is not one of proliferation. If anything, there is a need for additional high-quality materials.

VI. WHAT TYPES OF TRAINING MATERIALS HAVE BEEN PRODUCED?

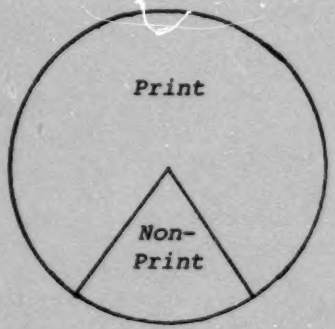
The types of training materials in rehabilitation can be characterized by their format, subject, funding source, intended audience, and intended use.

A. Format

More than 80% of the available training materials are in print form. See Figure 1. (Figures 1-5 depict approximations, not precise percentages.)

FIGURE 1

REHABILITATION TRAINING MATERIALS BY FORMAT



Printed materials are relatively inexpensive to duplicate and distribute and require no special equipment for use. Audiovisual materials are more expensive to produce and may require substantial investments in equipment and specialized personnel. Many of the producers of rehabilitation training materials

today are neither equipped nor staffed to produce technically sophisticated training materials in audiovisual forms. The lack of production facilities is resolved by some producers by contracting out production to university media centers or commercial organizations. Moreover, the equipment required for using audiovisual materials is not equally accessible to all potential users although a growing number of state agencies and universities are acquiring such equipment. Despite the potential difficulties involved in the production and use of audiovisual materials, there is a clear and increasing demand for high-quality training materials in audiovisual form. Among the various audiovisual forms, there is a detectable trend towards the use of videotape cassettes. Producers and users of training materials interviewed in this study generally felt that good audiovisual materials, if used properly, can be more effective tools in the training of rehabilitation personnel than conventional print materials.

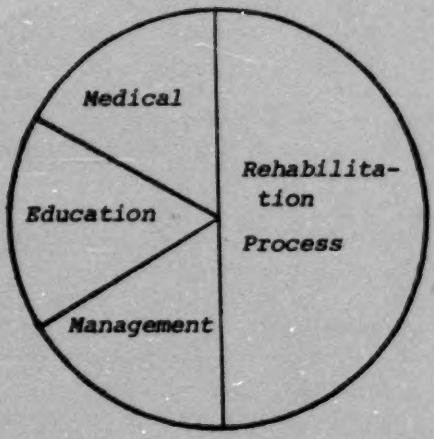
B. Subject

Rehabilitation training materials fall into four major subject categories: the rehabilitation process, medical aspects, education, and management. See Figure 2.

The majority of available training materials fall under the category of rehabilitation process, such as documentation on the Rehabilitation Act of 1973, interview techniques, and others. Those materials falling under this category which have been produced by state vocational rehabilitation agencies can be further subdivided into "agency specific" and "general."

FIGURE 2

REHABILITATION TRAINING MATERIALS
BY SUBJECT



Other significant portions of available training materials are on the medical and management aspects of rehabilitation; many of these are developed outside of rehabilitation, but are relevant to rehabilitation. In addition, there are catalogs and listings to facilitate access to such materials. For example, AVLINE (Audiovisuals On Line) provides on-line access to descriptions of approximately 500 audiovisual training materials useful to the health-related disciplines. The *National Audiovisual Center Directory* lists 980 items under medical subjects. Management materials are available from professional associations such as the American Management Association and from industry. Appendix A lists some of the relevant directories of training materials.

While not all of the materials produced outside of rehabilitation can be used "as is," many of them

are directly applicable. Still more can be made useful in rehabilitation by adaptation or repackaging to suit the needs of different user groups.

It would seem that the pool of available training materials in rehabilitation can be increased substantially by making an effort to identify and acquire potentially relevant materials developed by sources outside of rehabilitation, and to make them known and available to the rehabilitation community. Repackaging technically good materials, instead of producing them "from scratch," can increase cost effectiveness.

C. Funding Source

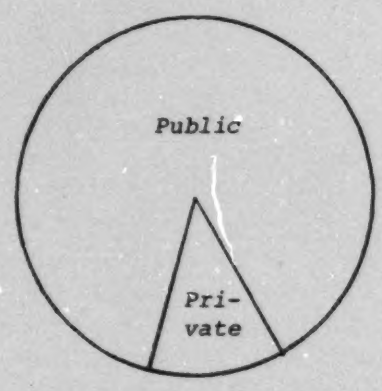
The great majority of training materials used in rehabilitation are produced by nonprofit organizations with public funding. See Figure 3.

Producers in rehabilitation include the State Vocational Rehabilitation Agencies, Regional Rehabilitation Continuing Education Programs, Rehabilitation Research and Training Centers, and a few private rehabilitation organizations. A summary of findings on these groups is included as Appendix B.

All of these types of producers are supported to some degree by public funds directly from RSA or through regional and state agencies. A small number of training materials are produced by private organizations such as Goodwill; for the most part, these materials are intended for the organization which produced them, with little effort made to disseminate them broadly.

FIGURE 3

REHABILITATION TRAINING MATERIALS
BY FUNDING SOURCE



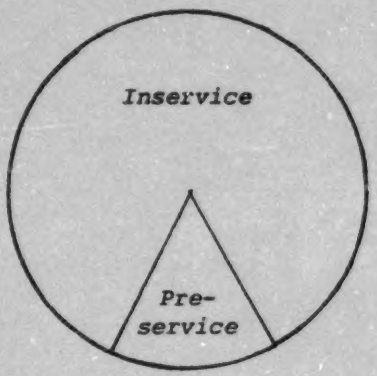
A potentially significant group are the commercial producers such as Teach'em Inc. and Resources for Education and Management Inc. Since these organizations produce materials for profit, they have to be able to establish a sufficient market for their products. There exist already a number of commercially prepared materials relevant to rehabilitation training, and such products are frequently of superior technical quality. Findings indicate that there is a growing trend in the rehabilitation community to desire and to use such materials. This potential market, if nurtured, can lead to more, higher-quality materials being made available to the rehabilitation community.

D. Intended Audience

For a number of reasons, the majority of training materials are intended for inservice training. See Figure 4.

FIGURE 4

REHABILITATION TRAINING MATERIALS
BY INTENDED AUDIENCE



Many of these materials are intended for orientation of new employees to acquaint them with the practices of a specific agency. In many cases, recruits have educational backgrounds in disciplines other than rehabilitation. Orientation in these cases includes familiarization with rehabilitation

skills and concepts. Such training materials can be relevant to both inservice and preservice training.

Educators in academic settings, such as the rehabilitation counselor education programs, are more likely to use materials developed in related disciplines because of their backgrounds and because they are more aware of and have better access to these materials.

Special mention should be made of training materials intended for use by the rehabilitation client. Because of the legislative mandate and funding terms, the majority of materials produced in rehabilitation are designed for rehabilitation workers. Yet, if training is viewed broadly to include any learning activity which improves the effectiveness of services to the handicapped client, then the client himself has to be considered as an active participant in the process.

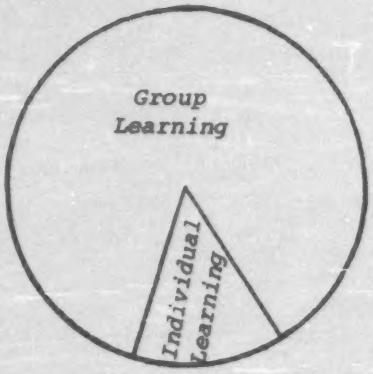
Although training materials for the rehabilitation client fall outside of the definition used in this study, there is a need to call attention to this type of material, particularly since they exist and are produced by agencies and organizations both within and outside of rehabilitation. The increased awareness and use of materials to support the training of the handicapped individual in his or her own disability can only improve the overall effectivness of rehabilitation services.

E. Intended Use

Although some of the existing materials can be used in individual learning situations, most of the materials are intended for use in group learning processes. See Figure 5.

FIGURE 5

REHABILITATION TRAINING MATERIALS
BY INTENDED USE



Group learning activities, such as conferences, workshops, and institutes, can be an effective method of learning. However, all employees do not have equal access to such opportunities since some employers may not be able or willing to afford the staff time and related expenses. In individual learning, the learner selects his own place and time and sets his own pace. Furthermore, group learning to some extent assumes that participants have similar needs and backgrounds, which is often not the case. Individualized learning materials can be designed for varying backgrounds.

While inservice training should help meet the personnel needs of the employer, it should also benefit the employee by providing him with opportunities to pursue his career as he desires. Individualized learning supports career development since it allows the individual to take the initiative in advancing his career by updating and broadening his skills.

The predominant approach used by trainers and by those who produce training materials in rehabilitation is "training the trainer." While this has some merits, there are also disadvantages. The "training the trainer" approach results in products which can be used effectively only by trained trainers. In effect, this creates a monopoly where the producer holds the key to the dissemination and use of the product. The approach also results in responsiveness to the needs of the employer rather than the employee. While this is not necessarily bad, there is a need for a better balance between materials for group and individual learning.

In a discussion of the types of training materials produced, some attention should be given to the potential problem of duplication in these materials. There can be several causes for duplication. One is simply a lack of awareness of existing materials, particularly those developed by sources outside of rehabilitation. The extent of this type of duplication is not known. It is most likely that any such duplication lies in the areas of medicine, education, and management rather than in the area of rehabilitation per se. There is also a lack of awareness of the output of some state agencies. Although most of the products of state agencies are specific to their own operations, there is a growing number of state-produced training materials of general applicability. If this group of materials can be identified, greater use can be made of them, at the same time reducing the likelihood of duplication by another producer.

The other type of duplication is a result of the poor quality of many of the training materials. Even if a training tool exists, its poor quality may be used to justify the development of a new and "better" product. Poor quality of existing materials is probably at least as frequent a cause of duplication as lack of awareness of what exists.

VII. HOW ARE TRAINING MATERIALS DISSEMINATED AND TO WHOM?

The dissemination of training materials has three related aspects: publicizing (making known what is available), promotion (getting users to "buy" the product), and distribution (delivering the product to the user).

A variety of methods are used by producers to disseminate their products. To make their materials known, producers use flyers, brochures, catalogs, newsletters, and press releases and listings published in professional journals. Promotion is usually done through demonstrations at conferences. The means most frequently used, however, for both publicizing and promoting materials is verbal communication.

For initial distribution of materials developed with public funding, mailing lists are used, and there is usually no charge to the recipient. After the initial distribution, additional requests for an item may be filled with a loan copy or retention copy if still available. User charges vary with the producer and with the item. In many cases, however, after the initial distribution the materials may no longer be available from the producer.

Training materials which are produced with RSA funding are usually distributed to selected audiences which are implied or explicitly mandated by funding terms. The audience limitations are based on type of audience (*e.g.*, staff development personnel at state agencies) or geography (*e.g.*, regional), or both.

Distribution is further limited by the design of some training materials. Materials which are intended for use by trained teachers are not, by definition, broadly or automatically issued to any requestor.

Materials developed by state agencies or private rehabilitation facilities with a few exceptions are not generally publicized or distributed outside the state or organization.

In addition to the dissemination of materials undertaken by producers themselves, some of the Regional Rehabilitation Continuing Education Programs (RCEP's) provide access to selected materials for their region. The only dissemination center with national scope is the Oklahoma State University National Clearing House of Rehabilitation Materials in Stillwater, Oklahoma.

The *U-Share Exchange* is a newsletter issued by the Oklahoma State National Clearing House to some 125 people on the mailing list, primarily training officers and staff development people of state agencies, both general agencies and agencies for the blind. Each item in the newsletter is described briefly, and some of the items are evaluated and assigned a rating which reflects the degree to which the material can be used as a stand-alone package; for example, a G rating means "plug in, ready to go." Information is also provided for obtaining copies directly from the producer or from the Clearing House when a sufficient number of copies is available. The publication is issued four times a year at an average of 15 titles per issue. The 300 requests received per year on the U-Share program is a more accurate reflection of the Clearing House's limited capacity to respond to the demand for information about existing training materials rather than a reflection of the size of the potential demand if adequate funding and mechanisms for dissemination were available.

In general, the efforts to disseminate training materials in rehabilitation so far can best be characterized as uneven. Some materials are adequately publicized and distributed; others do not reach all potential users. There is limited awareness and use

of materials produced outside of rehabilitation and, to a lesser extent, of those produced within rehabilitation resulting in unnecessary duplication of effort. There are at present no comprehensive mechanisms for making such materials systematically known and available to rehabilitation personnel.

There is a need both for better access to existing materials and for an authoritative, descriptive listing of available training materials. Such a listing should provide sufficient detail about materials to enable the potential user to select those items which would be most useful to him. Materials included in such a listing should be screened to ensure that they meet certain standards.

The evaluation of training materials in the sense of rating, rather than screening, however, is not feasible. Relevance of any material cannot realistically be determined prior to definition of a specific need. The problem-laden and costly experience of the National Medical Audiovisual Center with its AVLINE program provides an appropriate example of an attempt to undertake such an activity.

VIII. STATEMENT OF NEEDS AND RECOMMENDATIONS

The preceding sections describe this study's findings about current practices in the production, dissemination, and use of rehabilitation training materials, and identify a number of problems. What, then, needs to be done to improve the production and dissemination of training materials, and thus increase their utilization?

In order to increase the utilization of training materials, improvements need to be made in their dissemination.

1. There should be a single comprehensive listing of available training materials in rehabilitation. Materials included in the lists should meet minimum standards of quality, and sufficient descriptive detail should be provided for the user to make selection decisions. In addition to being a dissemination tool to make available materials known and thereby avoid duplication of efforts, a comprehensive listing can be used as a management tool by providing information for making decisions and setting priorities.

2. A comprehensive listing has to be supported by access to the materials themselves. Distribution of materials is most effectively accomplished on a decentralized basis using local, regional, and national units. Local centers such as state agencies should acquire only those materials which will be repeatedly used locally. Regional centers, perhaps the RCEP's, should provide access to materials needed within the region, while a national center should collect comprehensively and serve

as a backup resource for materials not otherwise readily available. Producers of training materials should continue to undertake initial distribution of their products and to provide purchase copies when available.

3. Training materials, particularly those in audiovisual forms, may require previewing by the user in order for him or her to determine the suitability of the material for specific purposes. The demonstration component is therefore an essential aspect of dissemination. A national conference of rehabilitation training personnel should be held at least annually in order to allow such demonstrations to take place. The national center would provide an ideal site for such a conference since it would have the materials and equipment necessary for demonstrations.

There is a need to increase the number of high-quality training materials, particularly in the audiovisual forms.

4. The pool of available training materials in rehabilitation can be increased by selectively acquiring materials developed outside of rehabilitation, particularly those on medical, education, and management subjects, which are relevant to rehabilitation training.

5. Significant savings in time and money can be achieved if there is a concomitant effort to repackage these existing materials for target audiences in rehabilitation.

6. Production of technically sophisticated training materials in audiovisual form

requires substantial investment in equipment and skilled personnel. Such investments can be made by consolidating available funding on a few well-equipped and staffed production centers or by contracting the production of specific items to commercial producers.

7. Private funds, particularly from the commercial sector, can be attracted by encouraging a market for their products. This can be accomplished partially by concentrating public funds on the production of materials with limited audiences, generally those which are specific to rehabilitation agencies. This would leave areas of potential broader distribution open to the commercial market.

8. The increased production of audiovisual materials has to be matched with funding to procure the necessary equipment to use these materials, particularly in state agencies and private facilities where training takes place.

There is a need for more effective means of communication of training information, particularly of innovative training programs.

9. Information about the availability of new materials, innovative training programs, and training opportunities should be widely disseminated through a publication of national scope. This type of publication can effectively supplement personal contacts which is the means of communication most often used among rehabilitation personnel today.

10. Specific information about training should be provided quickly and accurately for those who require it in their work.

11. At times, technical assistance should be provided to carry out various activities related to training such as the development of individual career plans, needs assessment, and evaluation.

IX. ROLE OF THE NATIONAL REHABILITATION INFORMATION CENTER

The implementation of the recommendations made in this report requires that RSA use its leadership and commit its resources to meet the needs identified in the study. Equally important, effective implementation needs the participation of organizations involved in rehabilitation training activities. This includes the state agencies, RCEP's, R and T's, private organizations, and others in rehabilitation.

Agencies producing training materials, for example, can participate by sharing with others in the rehabilitation community those products of potential general interest. This can be done simply by providing or selling a copy of any such material to the National Center, and requires little of the agency beyond a commitment to improving the utilization of materials through sharing knowledge.

RCEP's, in particular, should be encouraged to act as regional materials resource centers, in order to make available by loan, materials such as films or texts which are in heavy demand in their region and which may be quite costly to duplicate.

A number of the recommendations can be implemented by the proposed National Rehabilitation Information Center (NARIC). Tables 2 and 3 describe what NARIC can do and the expected costs and benefits of its services.

TABLE 2

THE ROLE OF NARIC

OBJECTIVE	SERVICE	USERS	BENEFITS
To increase the utilization of existing training materials in rehabilitation by improving their dissemination.	1. NARIC will provide access to a comprehensive collection of training materials in rehabilitation which meet certain minimum standards (to be determined by a panel of experts). Materials generated with RSA funding will be deposited in the Center as part of the funding requirement. Other materials will be purchased. An annual survey of state agencies and other producers will be conducted to identify new materials not deposited automatically in the Center.	Users can use the collection onsite. Alternatively, they may request copies to be sent. The Center will provide loan or duplication options for noncopyrighted items. If the user wishes to purchase the item, the Center will provide the name and address of the vendor and the cost.	This service benefits users of training materials in rehabilitation by providing them with a single source of these materials. It also benefits RSA by providing them with accountability for materials generated with their funding.
	2. NARIC will catalog and list its holdings, with annual updates. The catalog will contain print and nonprint materials with indexes by source, subject, title, and author. The catalog will also be in machine-readable form for future computerized searching applications.	The catalog of the Center's holdings will be distributed to rehabilitation trainers and libraries. In addition, the Center will accept telephone and mail requests to search for relevant materials on specific topics.	A comprehensive listing of the Center's holdings will: a. provide users with information on what is available from the Center; b. assist producers to avoid duplication of effort; c. provide RSA with information on growth, needs, etc., useful for making management decisions.
To increase the number of high-quality training materials useful in rehabilitation.	3. NARIC will selectively acquire and disseminate training materials from sources outside of rehabilitation (see Appendix A for selected catalogs). This service will emphasize materials in the medical, educational, and management aspects of rehabilitation.	The users of the service include producers of training materials, other trainers, and the trainees themselves. Users will be able to call the Center to determine what might be available outside of rehabilitation. The Center will identify relevant materials in response to these requests. These materials will be acquired selectively and disseminated as part of the Center's holdings.	The service would increase the pool of materials available with minimum cost and time. Indirectly, the service would help improve the quality of training materials developed in rehabilitation by providing users with alternative sources and by providing producers with examples of technically sophisticated materials.
To improve indirectly the quality of training itself by providing trainers and staff development planners with information about training.	4. Information about training will be provided upon request by phone and by mail.		Disseminating information about training will improve the overall quality of training by facilitating communication within rehabilitation as well as by providing input from experts outside of rehabilitation. By publishing a journal, the Center can also publicize its other services and increase their utilizations.
	5. The Center will publish a monthly journal containing: a. information about new training materials; b. information about upcoming training opportunities by subject and by geographic area; c. profiles of state training activities; d. feature articles on training issues by training specialists in rehabilitation and other professions.	The journal will be made available on a subscription basis. The subscription will be waived in reciprocal arrangements with organizations which produce materials. The costs will be partially subsidized and partially paid by the subscriber.	

TABLE 3

DEFINITION OF TASKS AND LEVELS OF EFFORT

SERVICE	*TASKS*	*LEVEL OF EFFORT*
	General and administrative tasks including staffing and training, purchasing of equipment, publicity and public relations, evaluation, report writing, etc.	1. Director 25% 2. Asst. Dir. 10% 3. Typist 15%
1. Provide access to comprehensive collection	• Identifying and ordering materials; • Screening materials to ensure that they meet minimum standards; • Performing annual survey of state agencies and other producers who do not automatically deposit their materials with the Center. • Providing copies upon request.	1. Asst. Dir. 10% 2. Info. Spec. 10% 3. Lib. Clerk 50% 4. Typist 10%
2. Cataloging and listing the Center's holdings	• Cataloging; • Typing and filing of records; • Production of listing using machine-readable file	1. Info. Spec. 25% 2. Typist 25%
3. Selectively acquire training materials produced outside of rehabilitation	• Scanning journals and catalogs of producers of training materials; • Announcing and acquiring selected items; • Announcing their availability and demonstrating their use.	1. Asst. Dir. 5% 2. Lib. Clerk 25%
4. Provide information about training upon request	• Building current information files; • Acquiring reference tools; • Responding to requests.	1. Info. Spec. 15% 2. Lib. Clerk 25%
5. Journal	• Collecting information on new training materials and upcoming training workshops, meetings, and conferences; • Interviewing; • Writing and editing articles; • Producing and distributing the journal; • Analyzing the readership to determine the journal's effectiveness as a communications tool.	1. Asst. Dir. 25% 2. Editor 50% 3. Spec. Asst. 10% 4. Typist 50%

A major cost item in providing the services described in Table 2 is personnel. Table 3 defines the tasks required for each of the services and the estimated level of effort of the various kinds of personnel needed. The skills and backgrounds required include managerial skills, rehabilitation background preferably in training, library and information retrieval skills, and others. Given these personnel requirements, it is estimated that salaries and wages would total approximately $60,000 including fringe benefits.

The equipment requirements include:

1. Photoduplicating machine ($10,000)

2. Word processor ($10,000)

3. Audiovisual hardware[6] such as: videotape deck, closed circuit TV, audiotape player (with synchronizer), audiotape player (cassette), slide projector (for carrel), screen (for carrel, built in), film cassette viewer, slide projector, table for projector, 8mm film projector, 16mm film projector, two tables for film projectors, and screen. (Estimated total cost, $10,000)

Other costs include cost of purchasing print and nonprint materials, postage, telephone, supplies, printing, travel, and consultants.

Based on these estimates, the minimum funding level required to support the services described is $100,000.

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[6] Estimated based on *Highsmith Library and AV Equipment and Supplies 1974/75. Catalog 17.* Fort Atkinson, Wisconsin.

APPENDIX A

A PARTIAL LIST OF CATALOGS AND SOURCES OF TRAINING MATERIALS

In an effort to make potentially relevant materials more accessible to the rehabilitation community, the project staff has prepared a listing of resources for materials potentially useful for training in rehabilitation. Part I lists specific catalogs and directories of such materials; Part II gives the names of organizations which have listings of their publications or holdings. Neither listing is intended to be interpreted as all-inclusive but, rather, to provide an indication of the scope and number of sources of rehabilitation training materials.

Although specific citations were not included for most of the Rehabilitation Research and Training Centers, the Regional Continuing Education Programs, and other RSA-funded projects, it should be noted that many of these organizations do have and will make available at least partial listings of materials they have developed or collected. Audiovisual materials produced by the R and T's are included in the *AV Aids Directory*. Finally, most university and specialized libraries, including audiovisual centers, have prepared catalogs of their collections which include some relevant materials.

PART I: CATALOGS OF TRAINING MATERIALS

AMSA Video Journal
Network for Continuing Medical Education
15 Columbus Circle
New York, New York 10023

Audio Catalog
Jeffrey Norton Publishers, Inc.
145 East 49th Street
New York, New York 10017

Audiovisual Aids Directory of the Rehabilitation Research and Training Centers
Revised Edition June 1975, RSA/OHD/DHEW
330 C Street, S. W.
Washington, D. C. 20201

Audiovisual Library Catalog
Medical Information Service
Ayerst Laboratories
685 Third Avenue
New York, New York 10017

Audiovisual Materials
Harper & Row Publishers, Inc.
2350 Virginia Avenue
Hagerstown, Maryland 21740

Audio-Visual Materials on Alcohol and Alcoholism
National Clearinghouse for Alcohol Information
P. O. Box 2345
Rockville, Maryland 20852

Audiovisual Products: 1975-76
Lansford Publishing Co.
P. O. Box 8711
San Jose, California 95155

Audiovisual Resources for Instructional Development
CEC Information Center on Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Audiovisual Source Directory
[a listing of directories]
Motion Picture Enterprises Publications, Inc.
Tarrytown, New York 10591

Bibliography of Audiotapes and Tape-Slide Programs Applicable to Undergraduate Medical Education
G.W.U. Medical Library
2300 H Street, N. W.
Washington, D. C. 20037

Catalog of Audiovisual Aids for Counselor Training in Mental Retardation and Emotional Disability
The Devereux Foundation
Audiovisual Department
Devon, Pennsylvania 19333

Catalog of Audio-Visual Materials Related to Rehabilitation and *Supplement*
Materials and Information Center
ARMS
216 Petrie Hall
Auburn University
Auburn, Alabama 36830

Catalog of Educational Films
Michigan State University
Instructional Media Center
East Lansing, Michigan 48824

Catalog of Educational Programs
Medical Media Network
10995 Leconte Avenue, Room 540
Los Angeles, California 90024

Catalog of Publications, 1974
National Council on Alcoholism
2 Park Avenue
New York, New York 10016

Catalog of United States Government Produced A-V Materials, 1974-75
Information Branch
National Audiovisual Center
Washington, D. C. 20409

College AV Catalog. Vol. 1
Guidance Associates
757 3rd Avenue
New York, New York 10017

Complete Catalog of Health Field Cassettes
Teach'em Inc.
625 North Michigan Avenue
Chicago, Illinois 60611

Continuing Education Training Catalog
(Region V Rehabilitation Services Administration)
Center for Continuing Education
Multi Resource Centers Inc.
1900 Chicago Avenue
Minneapolis, Minnesota 55404

Directory of Audiovisual Training Materials,
Compiled by Thomas Welds
CEC Information Center on Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Education, Careers, Guidance, and Health: Contemporary/McGraw-Hill Films, 1975
McGraw-Hill Films
Princeton-Hightstown Road
Hightstown, New Jersey 08520

Educational Films for Rental and for Sale
Association-Instructional Materials, a division of Association Films
866 3rd Avenue
New York, New York 10022

Educational Materials Catalogue
Addiction Research Foundation of Ontario
33 Russell Street
Toronto, Ontario, Canada M5S2S1

Educational Motion Pictures: 1975 Catalog
AV Center
Indiana University
Bloomington, Indiana 47401

Educational Services Division Catalog [for] 1975: Audiovisuals, Publications
The American Journal of Nursing Co.
Educational Services Division
10 Columbus Circle
New York, New York 10019

Educational Sound Filmstrip Directory
DuKane Corporation, AV Division
Department AV1-1A
2900 DuKane Drive
St. Charles, Illinois 60174

Film Rental Library Catalog
Industrial Management Society
570 Northwest Highway
Des Plaines, Illinois 60016

Films for Learning: A Directory of Super 8 Sound Films
Fairchild Industrial Products
75 Mall Drive
Commack, New York 11725

Films in Mental Retardation: A Selected Annotated Bibliography (Working Paper No. 68), prepared by K. B. McGovern and E. R. Brummer, March 1973
Rehabilitation Research and Training Center in Mental Retardation
College of Education
University of Oregon
351 Clinical Services Building
Eugene, Oregon 97403

Films on Mental Retardation, 2nd Ed., by Parsons
National Association for Retarded Citizens
P. O. Box 6109
2709 Avenue E East
Arlington, Texas 76011

Florida State University Film Catalog
Media Services
FSU
Tallahassee, Florida 32306

Free and Inexpensive Learning Materials
Division of Surveys and Field Services
George Peabody College for Teachers
Nashville, Tennessee 37203

Free Loan Films
Association-Sterling Films
866 3rd Avenue
New York, New York 10022

Health Sciences Union List, 1975
Audiovisual Clearinghouse
Veterans Administration Hospital
St. Louis, Missouri 63125

Instructional Materials from the University of Minnesota
AV Marketing Service
2037 University Avenue, SE
Minneapolis, Minnesota 55455

International Rehabilitation Film Library Catalogue
Rehabilitation International USA
17 East 45th Street
New York, New York 10017

Iowa Films and *New Films 1975 Supplement*
c/o AV Center
Media Library, C-5 East Hall
University of Iowa
Iowa City, Iowa 52242

Lilly Educational Resources Program Catalog
Eli Lilly & Co.
P. O. Box 814
Indianapolis, Indiana 46206

Media Review Digest 1974/75
Purnan Press
Box 808
Ann Arbor, Michigan 48106

Medical and Surgical Motion Pictures: A Catalog of Selected Films
American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

Medical Audiovisual Aids from Ames
Ames Co.
Division Miles Laboratories, Inc.
Elkhart, Indiana 46514

Medical Films Available on Loan from Burroughs Wellcome Co.
Burroughs Wellcome Co.
Research Triangle Park, North Carolina 27709

Medical Sciences Tape Library: 1976
Sigma Information, Inc.
240 Grand Avenue
Leonia, New Jersey 07605

Multi-media Catalog
Multi-Media Office
Mt. San Jacinto College
21400 Highway 79
San Jacinto, California 92383

Multimedia Catalog, 1975-76: Books, periodicals, films and cassettes
American Personnel & Guidance Association
1607 New Hampshire Avenue, N. W.
Washington, D. C. 20009

National Medical Audiovisual Center Catalog
National Medical Audiovisual Center
Station K
Atlanta, Georgia 30333

New York University Film Library Listing
Director, New York University Film Library
26 Washington Place
New York, New York 10003

One-Stop Shopping for Trainers (produced by Resources for Education and Management, Inc.)
Addison-Wesley Audiovisual Training Packages
Reading, Massachusetts 01867

The Practical World of Science in Multimedia
Communication Skills Corporation
50 Sanford Street
Fairfield, Connecticut 06430

Program Resources Catalog
Librarian, Regional Education Center at Syracuse
716 East Genesee Street
Syracuse, New York 13210

Publications and Audiovisuals: Fall 1975
Sister Kenny Institute
1800 Chicago Avenue
Minneapolis, Minnesota 55404

Review of Visual Aids for Prosthetics and Orthotics
Committee on Prosthetic-Orthotic Education
Division of Medical Sciences
National Research Council
2101 Constitution Avenue
Washington, D. C. 20418

Selected Films: Heart Disease, Cancer, Stroke
National Medical Audiovisual Center
Station K
Atlanta, Georgia 30333

Self Teaching Texts Source Book. 5th Ed.
Hendershot Bibliography
4114 Ridgewood, Department D
Bay City, Michigan 48706

16mm Educational Film Catalog
Pictura Films Distribution Corp.
43 West 16th Street
New York, New York 10011

Teaching Films Catalog
Eaton Laboratories Library of Surgical and Medical Science
Eaton Laboratories Division
Morton-Norwich Products, Inc.
Norwich, New York 13815

Teaching Films for Professional Groups from Abbott
Abbott Laboratories
Professional Relations
Department 383
Abbott Park
North Chicago, Illinois 60064

Telephone Lecture Network Catalog
Director
LARMP/Telephone Lecture Network
2929 Main Street
Buffalo, New York 14214

Training Resources Directory
Continuing Education Program for Rehabilitation: Region 2
SUNY at Buffalo
27 Foster Annex
Buffalo, New York 14214

University of So. California: Film Catalog
University of Southern California
Division of Cinema
Film Distribution Section
University Park
Los Angeles, California 90007

Videocassette Resource Catalog of the Vocational Rehabilitation Service, Michigan Department of Education, October 1975 (a catalog of Videocassette Programs and Materials available through Michigan VRS)

Box 1016; 5th floor Davenport Building
Lansing, Michigan 48904

Videotapes Available for Duplication

National Medical Audiovisual Center
Station X
Atlanta, Georgia 30333

Vocational Guidance Manuals: A Catalog

Data Courier, Inc.
620 South 5th Street
Louisville, Kentucky 40202

PART II: ORGANIZATIONS PROVIDING CATALOGS OF TRAINING MATERIALS

Albany Medical College
Community Hospital Learning Center
Department of Postgraduate Medicine
Albany, New York 12208

American Academy of Orthopaedic Surgeons
430 North Michigan Avenue
Chicago, Illinois 60611

The American Cancer Society, Inc.
219 East 42nd Street
New York, New York 10017

American College of Radiology
6900 Wisconsin Avenue
Chevy Chase, Maryland 20015

American College of Surgeons
55 East Erie Street
Chicago, Illinois 60611

American Educational Films
132 Lasky Drive
Beverly Hills, California 90212

American Foundation for the Blind
15 West 16th Street
New York, New York 10011

American Heart Association
44 East 23rd Street
New York, New York 10010

American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611

PART II: ORGANIZATIONS PROVIDING CATALOGS OF TRAINING MATERIALS (page 2)

American Management Association
135 West 50th Street
New York, New York 10020

American Psychological Association
1200 17th Street, N. W.
Washington, D. C. 20036

American Society for Training and Development
6414 Odana Road
Madison, Wisconsin 53705

BFA Educational Media
A Division of CBS Inc.
Department 817
2211 Michigan Avenue; P. O. Box 1785
Santa Monica, California 90406

Biomedical-Health Division
John Wiley & Sons, Inc.
605 3rd Avenue
New York, New York 10016

Bio Monitoring Applications, Inc.
270 Madison Avenue
New York, New York 10016

California Medical Association
693 Sutter Street
San Francisco, California 94102

Columbia University Press
Center for Mass Communication
440 West 110th Street
New York, New York 10025

Coronet Films
65 East South Wales Street
Chicago, Illinois 60601

PART II: ORGANIZATIONS PROVIDING CATALOGS OF TRAINING MATERIALS (page 3)

Creative Learning Center
P. O. Box 5331
Baltimore, Maryland 21209

Epilepsy Foundation of America
1828 L Street, N. W., Suite 406
Washington, D. C. 20036

ERIC Clearinghouse on Vocational and Technical Education (VT-ERIC)
1900 Kenny Road
Columbus, Ohio 43210

Filmakers Library, Inc.
290 West End Avenue
New York, New York 10023

Information Center for Hearing, Speech and Disorders of Human Communication
310 Harriet Lane Home
Johns Hopkins Medical Institutions
Baltimore, Maryland 21205

Information Services Inc. [for medical, scientific, and educational programs]
9650 Rockville Pike
Bethesda, Maryland 20014

Instructional Dynamics Incorporated
166 East Superior Street
Chicago, Illinois 60611

Landers Film Review
P. O. Box 69760
Los Angeles, California 90069

Lawren Productions, Inc. [films]
P. O. Box 1542
Burlingame, California 94010

Mass Communications, Inc.
25 Sylvan Road South
Westport, Connecticut 06880

Med Com Learning Systems
280 Park Avenue
New York, New York 10017

Media Fair
380 Maple Avenue West
Vienna, Virginia 22180

Merck, Sharp & Dohme
Film Library
West Point, Pennsylvania 19486

National Educational Film Center
Route II
Finksburg, Maryland 21048

The National Foundation - March of Dimes
800 Second Avenue
New York, New York 10017

New England Special Education Instruction
Materials Center
Boston University School of Education
704 Commonwealth Avenue
Boston, Massachusetts 02215

Northern Colorado Educational Board of
Cooperative Services
1750 30th Street, Suite 48
Boulder, Colorado 80301

Parents Magazine Films, Inc.
52 Vanderbilt Avenue
New York, New York 10017

PART II: ORGANIZATIONS PROVIDING CATALOGS OF TRAINING MATERIALS (page 5)

Physical Education and Recreation for the Handicapped
Information and Research Utilization Center (IRUC)
1201 16th Street, N. W.
Washington, D. C. 20036

Pyramid Films
Box 1048
Santa Monica, California 90406

Research Media Inc.
4 Midland Avenue
Hicksville, New York 11801

Rocky Mountain Special Education Instructional Materials Center
8th Avenue and 21
Greely, Colorado 80631

Special Education Instructional Materials Center
2613 Wichita Street
Austin, Texas 78712

University of California Extension Media Center
Berkeley, California 94720

University of Southern California
National Information Center for Educational Media
University Park
Los Angeles, California 90007

Veterans Administration
Central Office Film Library
810 Vermont Avenue, N. W.
Washington, D. C. 20420

PART II: ORGANIZATIONS PROVIDING CATALOGS OF TRAINING MATERIALS (page 6)

Vimcet Assoc., Inc.
P. O. Box 24714
Los Angeles, California 90024

APPENDIX B

A SUMMARY OF FINDINGS RELATIVE TO PRODUCERS AND USERS

Those involved in the production of rehabilitation training materials are frequently also users, primarily because the materials themselves are intended for use by trainers. For this reason, characteristics of both production and use of training materials are included in a brief summary of the training activities of these groups:

- State vocational rehabilitation agencies
- Academic rehabilitation education programs
- Regional rehabilitation C.E. programs
- Rehabilitation R and T Centers
- Private rehabilitation organizations
- Other groups

It should be emphasized that these summaries reflect overall trends or tendencies evident from the findings; as with any generalization, there are always exceptions.

1. STATE VOCATIONAL REHABILITATION AGENCIES

While all state agencies are involved in the production of training materials to varying degrees, most of them are primarily users rather than developers. Most of the training materials which are produced by state rehabilitation agencies are for use in orientation and contain data specific to that agency. There are, however, materials generated

by state agencies which have a broader audience and which would be of use in other settings with little or no adaptation. Some of those interviewed suggested that perhaps as many as 20% of materials produced by state agencies are potentially useful to others.

While a large majority of these materials, as much as 80% to 90%, are in print, there is a growing trend towards the development and use of audiovisual materials, particularly videotape.

Although some states have extensive distribution of their materials within the state, there is no comprehensive mechanism for the dissemination of these materials outside of the state.

There has been in the past in the state VR agencies heavy reliance for training, not on materials, but on consultants who conduct training activities. Presently, there seems to be a growing desire on the part of many state agencies to learn what approaches and activities are being undertaken elsewhere and a concomitant trend towards use of materials developed by other organizations.

2. ACADEMIC REHABILITATION PROGRAMS

Included in this category would be the rehabilitation counselor education and other similar programs. Professionals involved in these programs may have had experience with a state agency or private rehabilitation association, but their information practices and needs more nearly resemble those of academics in other disciplines, rather than those of rehabilitation practitioners. They have greater access to and familiarity with a variety of sources of materials, including university libraries, computerized data bases, such as ERIC (Educational Research Information Center), and professional and commercial publications. Materials used by this

group are from basic disciplines and tend to emphasize concepts rather than skills.

These academic programs are not major producers of training materials. Many professors prepare curriculum guides, lectures, and bibliographies which are duplicated and distributed to students. Videotaping is also used as a teaching tool. Major training materials that are developed are supported by one-time grants, or, in some cases, by the institution, and are frequently designed for use within the program. There is no significant distribution system for these materials.

3. *REGIONAL REHABILITATION CONTINUING EDUCATION PROGRAMS (RCEP's)*

These programs are not at present major producers of rehabilitation training materials. What is being developed is intended for use in "training the trainer," and not for individual self-instruction. These materials are either print or multimedia packages, and their preparation may be at least partially done by another contracted organization.

The major activity of the RCEP's is not so much materials production, but conducting training workshops and conferences for their region. In these activities, they work closely with state agency staff development people and they may use materials developed by others. The RCEP's also serve to a varying degree as information resources and as adapters or repackagers of existing training materials.

4. *REHABILITATION RESEARCH AND TRAINING CENTERS (R and T's)*

The Rehabilitation Research and Training Centers funded by RSA focus on medical subjects, mental retardation, deafness, or vocational rehabilitation.

However, in terms of their development of training materials, the R and T's generally fall into one of two groups: medical and nonmedical.

a. Medical Rehabilitation Research and Training Centers

The training activities and materials of the medical R and T's are focused on one or more medical subjects or a disability. Materials developed are often used primarily within the program and are developed for medical and health science personnel.

In terms of numbers, the medical R and T's have not been major producers or users of rehabilitation training materials. They are just beginning to get into the generation of training materials for outside audiences. One example of this is the development of the "medical aspects" film series for rehabilitation counselors developed by the University of Tennessee R and T. There is also a growing interest in the production of audiovisual materials. The 1975 edition of the *AV Aids Directory of the Rehabilitation Research and Training Centers*, for example, lists 1,700 items as compared to the 500 cited in the 1973 edition.

b. Nonmedical Rehabilitation Research and Training Centers

This group includes the vocational rehabilitation R and T's, as well as those on deafness and mental retardation. The vocational rehabilitation R and T's especially are major producers of training materials for rehabilitation workers, state personnel in particular, and their materials are among the best known to the rehabilitation community. These materials tend to be audience, rather than subject, focused (*i.e.*, what a rehabilitation counselor needs to know) and are usually in print form. Although these materials may be read by a variety of workers including the practitioner, they are usually not

intended for individual self-instruction, but to provide background information and aids to the trainer.

Most of the R and T's have an internal system for publicizing and distributing their materials to rehabilitation personnel. This may include newsletters, a mailing list for initial distribution, and announcements in professional journals and other publications.

5. *PRIVATE REHABILITATION ORGANIZATIONS*

The number of private rehabilitation organizations which conduct continuing personnel training and develop training materials is quite small. A few such as Goodwill and the Sister Kenny Foundation develop training materials for their personnel, in response to their own organizational needs. The development of such materials may be supported by internal funds or by a one-time grant.

Occasionally such materials may be advertised and distributed outside the organization on a cost-recovery basis. In general, however, the private associations do not tend to use training materials developed by other segments of the rehabilitation community, nor are their products widely used by other rehabilitation workers.

6. *OTHER GROUPS*

Other groups of materials producers contacted include special RSA-funded projects which do not fit any of the other categories and commercial organizations.

There are several RSA-funded projects involved in the development of rehabilitation training materials. Usually such projects have a limitation on subject scope or target users, or both.

One such project, the Materials Development Center at the University of Wisconsin-Stout, both develops and distributes materials on work adjustment and for a specific target audience. Other projects, such as the Research Utilization Laboratory at the Institute for the Crippled and Disabled in New York, also develop and distribute training materials on a particular topic; in this instance, program evaluation.

The other principal group in this category are the commercial companies such as Teach'em, Inc., and Resources for Education and Management, Inc., that develop training materials relevant to rehabilitation. So far, most of these materials have been in the related fields of medicine, education, health sciences, and management. Commercially prepared materials, particularly audiovisual, are generally of higher technical quality than those produced elsewhere in rehabilitation.

Much of this material, both audiovisual and print, is known only to a small segment of the rehabilitation community. There is a growing trend, however, by rehabilitation professionals to seek and use commercially prepared materials.